

**Generic Template  
Projected/Diary Map**  
(Individual planned/operational  
curriculum evidence at school-site level)

• Unit name is written in  
**ALL CAPITAL LETTERS**  
and boldfaced

• Assessments are aligned  
to *specific* Content-Skill  
statement(s) by  
letter/number coding.  
See page 3 for more  
specific information.

**Recording Reminders**

Course: Grade 5 Science Month: October

Content	Skills	Assessments	Activities/ Strategies	Standards
<b>SYSTEMS: HUMAN BODY</b> A. System: Cardiovascular/ Circulatory <i>Resources</i> --Chapter 7, pp. 145-159 --http://www.inner body.com/image/ cardov.html ( <i>Cardiovascular System</i> ) --Computer Lab/ PowerPoint Program	A1. Explain visually and in writing 2 main system functions: deliver nutrients and oxygen to cells far removed from source of supply; to	A1-B2. 30 Item (MC/ Label/Short Answer) Test A1-A3. FOR 10 Item	A1. Dramatize function actions using students/ student-generated props A3. Create 5-7 slide show using PowerPoint in small groups; present to large group for accuracy critique	A. 5.2.3 (D) 5.2.4 (I)
B. System: Respiratory <i>Resources</i> --Chapter 6, pp. 131-140 --Unit-specific Vocabulary: windpipe, esophagus, air	diaphragm B2. Analyze in writing relationship between respiratory and cardiovascular/circulatory systems	Checklist B2. Double Bubble Map/Summary Paragraph (Evaluation)	B1. D proce stude gener	

**Content = What students must KNOW  
(topic or conceptual)**

• Written as a Key Noun/ Noun Phrase:  
**Descriptor**

• Capitalize each word

• For visual intra-alignment each Content  
listing begins with a sequential alphabet  
letter, beginning with A., in the first (or  
only) unit in a given month and continues  
sequentially for the unit's remaining  
Content Listings.

**Important Intra-alignment Coding Note:**

This map example does not have two UNITS  
in one month. If it did, the second UNIT's  
Content listing would begin with the *next*  
sequential alphabet letter given the *last*  
alphabet letter used in the Content listings  
in the previous UNIT.

Start over with the letter "A" only when  
recording a *new month*, not when recording  
*additional units* in the same month.

**In any element  
field, use numerals  
to represent  
quantities rather  
than number  
words including  
0-9. (Note: Write  
the appropriate  
number word[s]  
if students are  
literally learning  
them, such as  
four or one-fourth.)**

- **Italics the term *Resources* to set apart from Content listing**
  - **Align to Content/Skills by recording underneath each (or appropriate) Content listing**
  - **Make 2 dashes before each listing**
  - **You only need to write the full name of a text book in the first month it is used. After that month, include just the appropriate chapter(s) or unit(s). When appropriate, include the specific page numbers if entire chapter/unit is not used.**
- Note:** Some prefer to assign adopted textbook/materials an "initials" indicator the first time it is listed in a map to continue represent the textbook throughout the map year. For example: Houghton-Mifflin (HM), Journeys Unit 1, pp. 14-22
- Next month ...**  
*Resources*  
--HM Journeys Unit 2

## Skills Notations

Content	Skills	Assessments	Activities/ Strategies	Standards
<b>SYSTEMS: HUMAN BODY</b> A. System: Cardiovascular/ Circulatory <i>Resources</i> --Chapter 7, pp. 145-159 --http://www.inner body.com/image/ cardov.html (Cardiovascular System) --Computer Lab/ PowerPoint Program	A1. Explain visually and in writing 2 main system functions: deliver nutrients and oxygen to cells far removed from source of supply; to remove and transport wastes from immediate area of cells to organs designed to eliminate them from body A2. Compare and contrast visually and in writing 4 types of blood vessels: arteries (carry blood away from heart), veins (carry blood to heart), capillaries (from arteries to veins), sinusoids (similar to function of capillaries/found in liver, spleen, bone marrow) A3. Evaluate visually and in writing bulk flow process (movement of a fluid and its contents) that occurs in response to a pressure gradient; function of heart is to raise pressure of blood contained within it so blood will flow from heart to periphery (since bulk flow occurs from high to a lower pressure)	A1-B2. 30 Item (MC/ Label/Short Answer) Test A1-A3. FOR 10 Item Note Taking Quiz	A1. Dramatize function actions using students/ student-generated	A. 5.2.3 (D) 5.2.4 (I)
B. System: Respiratory <i>Resources</i>	B1. Explain visually and in writing 7-step respiration process including function of mouth, nose	B1. 20 Term <i>How We            Breathe</i> Quiz B1. Lung Capacity Lab	B1. Dramatize process using students/student-	B. 5.2.3 (D) 5.2.5 (I)

### \*Target(s) include:

in writing  
 orally  
 visually  
 aurally  
 manually  
 electronically  
 manipulatively  
 kinesthetically

• When including “visually” there also needs to  
 be a target expressing how the visual ability  
 itself is communicated either in the same skill  
 (e.g., visually and in writing / visually and orally)  
 or when intra-aligned in an Assessment listing  
 to another skill or skills that include either orally  
 or in writing

### Skills = What students must DO in relationship to the aligned KNOWing (Content)

- A skill statement is written as follows: Measurable verb(s)/target(s)/descriptor
- Do not begin skill statement with Demonstrate, Understand, Know, Show, Use. These terms are not measurable. If starting with Apply... must state apply “to” what: Apply \_\_\_\_\_ to \_\_\_\_\_
- Also, no Practice ... Review ... as these terms indicate activity, not skill.
- Do not start skill statement with: The student will... / The students will...
- The first word (Measurable verb) is capitalized
- No period is necessary at end of skill statement
- Include a \*target(s) that inform map readers how a skill is formally assessed
- Include descriptors that provide map readers with explicit, pertinent details that enhance content information, not duplicate content information
- Make certain skill statements are truly measuring skill abilities/actions and *not* listing activities/practice exercises (see page 4).

In a Projected/Diary Map, the *letter coding* preceding a skill statement intra-aligns the skill statement to the content listing. The *number coding* preceding a skill statement intra-aligns the skill statement to the appropriate assessment listing(s).

## Assessments, Standards, and Spacing Notations

Content	Skills	Assessments	Activities/ Strategies	Standards
<b>SYSTEMS: HUMAN BODY</b> A. System: Cardiovascular/ Circulatory <i>Resources</i>	A1. Explain visually and in writing 2 main system functions: deliver nutrients and oxygen to cells far <i>removed from source of supply</i> to	A1-B2. 30 Item (MC/ Label/Short Answer) Test A1-A3. FOR 10 Item Note Taking Quiz A1. Circulation Poster/ Summary Statement (Evaluation: Teacher Ob/Rubric) A2. FOR Vessels Venr Diagram (Evaluation: Peer Discussion/ Checklist) A3. Pressure Gradient Lab (Evaluation: Teacher Ob/ Experiment Journal/ Checklist)	A1. Dramatize function actions using students/ <i>student-generated</i>	A. 5.2.3 (D) 5.2.4 (I)
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• A teacher is accountable for measuring the learning for <i>all</i> skill statements included in a given month. In other words, there can be no unaccounted-for skill statements when comparing skill-statement codings to assessment codings.</li> <li>• If there is one or more comprehensive assessments used to measure <i>all</i> or the <i>majority</i> of a month's or unit's learning, this assessment is recorded <i>first at the top of the month's assessment listings</i> using the appropriate letter/number coding regardless of <i>when</i> the assessment(s) are administered during the month.</li> <li>• If an assessment or assessments measure <i>all</i> of the skill statements aligned to <i>one particular</i> Content listing, the assessment(s) are listed <i>first at the top of the appropriate content-skills learning set</i> using the appropriate letter/number coding regardless of <i>when</i> the assessment(s) are administered during the month.</li> </ul> <p><b>Evaluations</b></p> <ul style="list-style-type: none"> <li>• If an included assessment involves <i>evaluative materials</i>, such as a rubric, checklist, or grading scale, and/or <i>evaluative processes</i>, such as teacher observation or peer review, the pertinent evaluation information is included either in parentheses directly <i>after</i> the appropriate Assessment name or as an attachment placed directly <i>after</i> the Assessment name.</li> </ul> </div> <div style="width: 45%;"> <p><b>Standard statements are intra-aligned to Content/Skills based on each content/skill "set."</b></p> <p><b>Each standard statement's level-of-learning expectation: Introduce / Develop / Mastery / Reinforce is noted in parentheses after each statement.</b></p> </div> </div>				
<p><b>Common Abbreviations</b>            MC = Multiple Choice            FinB = Fill in the Blank            TF = True/False            Short Answer or            Open Response = Writing            an answer or writing an            explanation</p>				
		B1. 20 Term <i>How We            Breath</i> Quiz B1. Lung Capacity Lab (Evaluation: Teacher Ob/Journal Entry/ Checklist) B2. Double Bubble Map/Summary	B1. Dramatize process using students/student- generated props	B. 5.2.3 (D) 5.2.5 (I)

**FOR** = A teacher's personally created/selected formative assessment (*otherwise the assessment is assumed to be summative and therefore does not need a specialized coding*)

**SAME** = A collaboratively created/selected formative or summative assessment to be administered when desired by individual teachers

**COMMON** = A collaboratively created/selected formative assessment to be administered simultaneously by all teachers wherein students from all teachers' classes are collaboratively evaluated as one common group. The results are analyzed and discussed as teachers collectively adjust learning to enable all students to become successful learners.

One space horizontally separates each Content/Skills/Assessment "sets." The one line space may be based on any element field as it depends on the length of text with the fields.

## Activities/Strategies Notations

Content	Skills	Assessments	Activities/ Strategies	Standards
<b>SYSTEMS: HUMAN BODY</b> A. System: Cardiovascular/ Circulatory <i>Resources</i> --Chapter 7, pp. 145-159 -- <a href="http://www.innerbody.com/image/cardov.html">http://www.innerbody.com/image/cardov.html</a> ( <i>Cardiovascular System</i> ) --Computer Lab/ PowerPoint Program	A1. Explain visually and in writing 2 main system functions: deliver nutrients and oxygen to cells far removed from source of supply; to remove and transport wastes from immediate area of cells to organs designed to eliminate them from body A2. Compare and contrast visually and in writing 4 types of blood vessels: arteries (carry blood away from heart), veins (carry blood to heart), capillaries (from arteries to veins), sinusoids (similar to function of capillaries/found in liver, spleen, bone marrow) A3. Evaluate visually and in writing bulk flow process (movement of a fluid and its contents) that occurs in response to a pressure gradient; function of heart is to raise	A1-B2. 30 Item (MC/Label/Short Answer) Test A1-A3. FOR 10 Item Note Taking Quiz A1. Circulation Poster/Summary Statement (Evaluation: Teacher Ob/Rubric) A2. FOR Vessels Venn Diagram (Evaluation: Peer Discussion/Checklist) A3. Pressure Gradient Lab (Evaluation: Teacher Ob/Experiment Journal/Checklist)	A1. Dramatize function actions using students/student-generated props A3. Create 5-7 slide show using PowerPoint in small groups; present to large group for accuracy critique	A. 5.2.3 (D) 5.2.4 (I)

### Activities

- **Activities recorded in a map highlight a teacher's instructive practices that engage and aid in student learning and understanding. In other words, an activity that truly *enhances* the learning and is *worthy of being shared with others* are recommended to be included in a map.**
- **An activity's description is meant to *summarize* the key point or points. More detailed explanations or accompanying lesson plans, directions, or handouts can be attached to the map *directly after* the activity summary.**
- **For intra-alignment coding purposes, activities are aligned to the appropriate skill or skills.**

### Strategies

- **Strategies oftentimes are a collaboratively pre-determined set of learning supports that a grade level, department, school(s), or district wants to record to create a database regarding implementation and ongoing use.**
- **Selected strategies may be the same or vary from school to school, department to department, or grade level to grade level. For example, an entire school may decide to focus on mapping when *notetaking* is incorporated into the learning. In another school grade level bands each select two strategies from *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, Pollock, 2001) based on their current students' needs. Another school may decide to record each grade levels' *I can* statements for each discipline.**
- **Given that the term *strategies* can have a wide range of meanings and connotations, the term allows for flexibility over time to modify what is recorded or collected in this element field.**